

Title I Schoolwide Plan Checklist

Instructions: The checklist below contains the statutory schoolwide program plan requirements under Title I, Part A of NCLB. Please organize your documentation so that each component can be located by page or binder tab. If a plan does not: (1) address the plan development requirements, (2) include all ten required schoolwide plan components, and (3) address the four implementation requirements, it is out of compliance with NCLB.

Plan Development Requirements:

In general, the schoolwide plan must be:

- Developed during a one-year period unless a lesser time is needed as determined by the LEA,
- Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators, and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;
- Reviewed and revised on an annual basis by the school;
- Available to the LEA, parents, and the public, and
- If appropriate, developed in coordination with programs under Reading First, Early Reading First, Even Start, Carl D. Perkins Vocational and Technical Education Act of 1998, and the Head Start Act.

Required Component of the Schoolwide Plan	Acceptable Evidence	Page or Binder Tab Where Component Can Be Located
A Comprehensive needs assessment of the entire school that is based on information which includes student achievement data on the DC CAS	Documentation that supports that technical assistance is provided in the areas of needs assessment, comprehensive planning, implementation and evaluation e.g. Needs Assessment results	
Implementation of schoolwide reform strategies that: <ul style="list-style-type: none"> - Provide opportunities for all children to meet proficient and advanced levels of student academic achievement - Use effective methods and instructional strategies that are based on scientifically based research that: <ul style="list-style-type: none"> (a) Strengthens the core academic program (b) Increases the amount and quality of learning time (c) Includes strategies for serving historically underserved populations - Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards - Addresses how the school will determine if the needs of the children have been met - Are consistent with and are designed to implement state and local improvements, if any 	Documentation that describes how the schoolwide program serves all students, especially students most at-risk of failing to meet State academic performance standards e.g. Extended school year calendar	
Instruction by highly-qualified in all core subject areas	Documentation that identifies the percentage of classes being taught by highly qualified teachers e.g. Copies of teacher licensure	

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High-quality and ongoing professional development consistent with NCLB requirements for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards	<p>Documentations that supports the school's efforts to increase teacher knowledge of the academic subjects teachers teach and advance teacher understanding of effective instructional strategies that are based on scientifically based research</p> <p>e.g. Professional development plan</p>	
Strategies to attract high-quality, highly qualified teachers to the school	<p>Documentation that describes the process it follows to ensure that teachers meet the NCLB hiring requirements</p> <p>e.g. Brochure</p>	
Strategies to increase parental involvement, such as family literary services	<p>Documentation that describes how the LEA has communicated with parents in multiple languages, in writing and orally, as appropriate</p> <p>e.g. Notification to parents about a parent resource center</p>	
Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program (where applicable)	<p>Documentation that describes how the LEA plans to assist preschool children in the transition from early childhood programs</p> <p>e.g. Meeting agendas/sign-in sheets; Guidance information to parents and/or teachers; curriculum materials/activities</p>	
Measures to include teachers in the decisions regarding the use of DC CAS information in order to improve the achievement of individual students and the overall instructional program	<p>Documentation that describes how the LEA will ensure it includes teachers in the decisions regarding the use of DC CAS data</p> <p>e.g. Staff agendas/minutes; lesson plan templates</p>	
Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement will be provided with effective, timely additional assistance which will include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance	<p>Documentation that describes how the LEA will provide support to students not achieving mastery</p> <p>e.g. Intervention plan</p>	
Coordination and integration of Federal, State, and local services and programs, including programs supported by NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training	<p>Documentation that supports how the LEA utilizes Federal, State, and local services supported by NCLB</p> <p>e.g. Meeting agendas; flyers; calendar of events</p>	

Plan Implementation Requirements. In addition to the ten elements above, the school must provide evidence of the implementation requirements described.

Required Component of the Schoolwide Plan	Evidence	Page or Binder Tab Where Component Can Be Located
Describe how the school will implement the ten schoolwide plan components described above (Please note that sections above, so long as they address implementation, may be cross-referenced to meet this requirement)		
Describe how the school will use resources under this part and from other sources to implement the ten schoolwide components		
Include a list of State, local, and other Federal programs that will be consolidated in the schoolwide program		
Describe how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results		

Link to Title I statutory schoolwide program requirements: <http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1114>

Link to federal guidance on LEA and schoolwide programs: <http://www.ed.gov/policy/elsec/guid/designingswpguid.doc>

Link to federal guidance on fiscal requirements of schoolwide programs: <http://www.ed.gov/programs/titleiparta/fiscalguid.doc>